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ABSTRACT

A federally-funded program to train community volunteers in techniques for tutoring students of English as a Second Language (ESL) is reported. The program trained 97 tutors in ESL instruction and 142 in basic literacy teaching. The report describes efforts to recruit and select both volunteers and students, outlines the program's costs, assesses the program's impact on the community's ongoing literacy program, and describes tutor training and materials development. Appended materials include a tutor questionnaire, recruitment flyers, the training manual developed for the project, and excerpts from a commercially produced tutor resource book. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 382 054

PROJECT READ

LSCA TITLE VI GRANT
FINAL PERFORMANCE REPORT, 1989/1990

Part I: General Information

Project Read
Menlo Park Public Library
800 Alma Street
Menlo Park, CA 94025

Judy Wilczak, Program Director
Kathleen Johnston, ESL Coordinator
415-321-8818

Grant Number: R167A90109

Grant amount awarded: $24,138.
Grant amount expended: $24,138.

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PART II: NARRATIVE REPORT

1. In setting up a volunteer English as a second language tutoring program we were depending on the large reserve of volunteer literacy tutors that we had recruited and trained in the previous 5 years of existence. This recruitment effort included extensive consciousness raising in the community and in addition we aligned ourselves with state and national literacy programs and efforts. As a consequence we have always had ample tutors to provide for the needs of our literacy students. However, tutoring a non-native speaker of English is perceived by our volunteers as a completely different task, one they did not have the confidence to undertake or even train for. In short by promoting ourselves for so long as a literacy program, we were less able, at first, to attract volunteers who enjoyed working specifically with non-native speakers of English. We did not foresee that we would have to start all over in our recruiting and consciousness raising of volunteer tutors, looking specifically for those interested for one reason or another in immigrants. At the end of the grant period in question, September 30, 1990, Project Read had 77 ESL tutors and students working together. We had 10 tutors available to take a student, but because they had limited their volunteer availability in one way or another we had not been able to match them with a student as of September 30, 1990. There were 8 trained tutors who for one reason or another were not able to take a student at that time,

but intend to tutor in the near future. During the grant year, we trained 97 new tutors specifically to tutor ESL students. As of September 30, 1990 we had 148 matched tutors in the combined ESL/basic literacy program. We had trained 142 basic literacy tutors in addition to our ESL tutors. As of September 30, 1990, we had 184 students working with tutors, 60 of whom were involved in small classes taught at their work places by tutors trained in our program.

On September 30, 1990 there were 27 ESL (English as a Second Language) students waiting to be placed with a tutor. (Note: We ran another tutor training October 6 and 13 and were able to match most of those waiting).

During this period the ESL Coordinator spoke to many community groups including church groups such as the Hadassah (Jewish women's group), the Methodist Circle of Los Altos, and the Junior League of Palo Alto. The Director of Project Read spoke to many more groups, including the Kiwanis and other service organizations. Many organizations distributed or displayed flyers and information sheet for us including the Catholic churches in the area, the libraries, and various corporations, including Sun Mircosytems who put notices in all of their employees paychecks asking them to volunteer their time as an ESL or literacy tutor. We appeared in other corporate newsletters with an appeal for volunteers, including Apple Computers and El Camino Hospital.

At the onset we knew that it would be fairly easy to attract ESL students into the program, for one thing because there is less stigma attached to seeking help to improve communication skills in a "foreign language." What we learned was that there were far more non-literate students seeking help than we anticipated, that is adults who did not read in any language. These adults reported during the intake interview that they could read in their native language, but couldn't read in English. As instruction progressed the tutors discovered that they, in fact, could not read in the native language, but saved face by not admitting it. The average educational level attained by our ESL students is fourth grade.

We have been so swamped by ESL student applications that we started to define criteria. Our rule of thumb is that we will not accept students who have any university or college credits from their home countries. Our rational for this is that in all probability, such a person will be able to handle group class situations with little or no individual help since they have some academic savvy. We feel our program best fits the needs of students who have little experience in schooling and for whom one-on-one instruction is the best and probably the only method of achieving some proficiency in English communication and literacy skills.

2. Our salary expenditures were a little more than anticipated since the ESL Coordinator spent approximately 25 hours per week setting up and running

the ESL program. A little over 23 hours per week or $14,438 went to her salary from this grant. The balance was picked up by the City of Menlo Park as part of their contribution to the library literacy program. We anticipated needing $17,680 for the salaries of the ESL Coordinator and the ESL Liaison, in reality $19,638 of the $24,138 granted to us was spent on salaries.

Since we did not attract as many volunteers as anticipated our supply costs were not as great. Also, the City of Menlo Park ended up contributing much more in the way of printing costs than they agreed to at the writing of this grant. We budgeted $1,500 for supplies and ended up spending only $924. The breakdown is as follows: $96 for the design of flyers, $625 for training manuals and $203 for the ESL program's share of the phone bill.

Even though we had not anticipated needing contractual services, we charged one of the $225 fees for our Tutor Trainer, Joan Sheldon Conan to the ESL project since the ESL tutors do benefit from her training. The basic literacy and ESL trainings are held concurrently and any training activities which apply to both basic and ESL are held together and presided over by Mrs. Sheldon Conan. Mrs. Sheldon Conan held three trainings for Project Read during this grant period. Only one was charged to the ESL project.

We had allotted $3,058 for Library Materials and in truth spent more than that, but many of our instructional materials were paid for by the Families for Literacy program, funded by the California State Library, many of whose students needed ESL help. Also, the library found itself with an excess

of funds at the end of the fiscal year and we charged a large book order to that account. This account was charged only $1,856 for instructional (library) materials.

Under "Other", we spent $670 for Local Travel as opposed to the $400 allotted. We spent $445 on conferences as opposed to $500. Instead of $1000 for Language Lab Equipment, only $380 was spent for the following reason: In the spring of 1990 the people of Menlo Park approved a bond measure that would allow for the expansion and remodeling of the Menlo Park Public Library. At this time we decided not to put any money into "permanent" fixtures such as a stationary language lab. Instead we spent the money on 6 portable cassette players which could be checked out and used by both students and tutors at their tutoring sites or even at home for further practice. $1495 was spent under "Other" as opposed to the $1900 budgeted.

3. The impact of the Federal project on our on going literacy program has been very positive. We are now able to serve and serve appropriately a population which has always been a part of the program, but the tutors were not adequately trained and the materials available were not appropriate. Volunteers in our community are now given a choice of the kind of student they would feel best helping and the students are benefiting from volunteers who have specialized to help students with particular needs.

As of September 30, 1990 we had 77 students enrolled in the ESL

program of Project Read. At that time there were 27 students waiting for tutors who were subsequently matched.

4. 97 volunteer ESL tutors were trained during the 1989-1990 grant year. In addition to our normal literacy tutor training, these tutors received additional training in ESL methods and activities as well as a brief summary of language acquisition theory. The regular literacy training includes, consciousness raising about the student, the learning process and the role of the tutor. Literacy techniques including phonics, language experience approach, reading comprehension, lesson plans, word pattern practice and goal setting are discussed and practiced. The specific ESL activities which are modeled and practiced are: listening/speaking activities such as using cassette tapes, information gap activities, directed listening, active listening, dialogs and Total Physical Response (a method developed by James Asher). In addition to the reading and writing activities listed above the ESL tutors learn sequencing activities, cloze exercises, dictation, and matching activities. Building vocabulary in English and pronunciation are also discussed. Tutors are given a detailed list of "competencies" that their students should strive towards in order to survive in an English speaking environment and ideas on building the above activities and the competencies into digestible lessons.

A tutor training manual was developed for ESL tutors; however, a manual written and published along the same lines as the one developed in

house became available in the Fall of 1990 and we have since gone with the commercial variety. Enclosed please find a copy of the in-house ESL tutor training manual.

A tutor needs survey was developed and distributed which helped the program plan more effectively to provide support for ESL tutors. Please see enclosed document.

Finally, we received support from the other libraries in our service area. The following libraries were able to provide tutoring space for our tutors and students:

Sunnyvale Public Library
Mountain View Public Library
Los Altos Public Library
Terman Park Library in Palo Alto
Menlo Park Public Library.

These libraries and the following displayed flyers and posters advertising our program and referred interested patrons to us, often helping prospective students fill out an information sheet.

Mitchell Park Library, Palo Alto
Main Library, Newell Rd, Palo Alto
Atherton Public Library.

Our students and tutors also meet at Senior Citizen facilities, recreation and cultural centers, the YWCA in Palo Alto and various local churches as well as community college satellite sites, adult schools and vocational schools.

TUTOR SURVEY
ENGLISH AS A SECOND LANGUAGE (ESL)

Your Name _____

Your Student's Name _____

My Student is from _____

Directions: Please complete the survey questions below and return to PROJECT READ, 800 Alma Street, Menlo Park, CA 94025 before November 3, 1989. If it is more convenient, you may phone in your response. Our number is (415) 321-8818. We are open between 10:00 am and 5:00 pm, Monday through Friday.

Please rank the following options 1 - 4 for first choice, second choice, third choice or not possible.

1. What time are you available to attend further training in tutoring ESL adult learners?

a. _____ Weekdays from 7:00 pm to 8:45 pm.

b. _____ Weekdays from 6:00 pm to 8:00 pm.

c. _____ Weekdays from 5:00 pm to 7:00 pm.

d. _____ Weekend mornings from 10:00am to 12:00pm.

e. _____ Weekend afternoons from 1:00pm to 3:00pm.

f. _____ List times, other than above, that you are available:_____

2. What days are you available to attend further training in tutoring ESL adult learners?

a. _____Mondays

b. _____Tuesdays

c. _____Wednesdays

d. _____Thursdays

e. _____Fridays

f. _____Saturdays

g. _____Sundays

3. During which of the following weeks would you be available to attend a special ESL workshop?

a. _____Week of Dec. 4 b. _____Week of Dec. 11

c. _____Week of Jan. 8 d. _____Week of Jan. 22

e. _____Week of Jan. 29 f. _____Week of Feb. 26

Please rate the following possible ESL workshop topics from 1, most useful to 8, least useful.

3. What aspects of ESL tutoring would you like more information on?

a. _____ Reading b. _____ Writing

c _____ Speaking d. _____ Listening

e. _____ Planning a lesson for ESL adult learners.

f. _____ Activities to use with ESL adult learners.

g. _____ English grammar.

h. _____ Cultural information about your student.

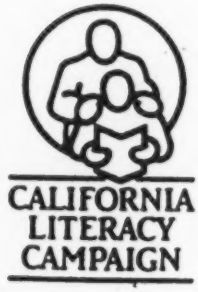
Please use the following space to list any ideas or concerns you have that will allow us to provide you, the ESL tutor, with more support.

_____

_____

_____

_____



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(415) 321-8818

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PROJECT READ
MENLO PARK

ENGLISH AS A SECOND LANGUAGE TUTOR TRAINING MANUAL

ENGLISH AS A SECOND LANGUAGE (ESL)

VOLUNTEER TUTOR TRAINING

Edited by Kathy Johnston, ESL Coordinator

PROJECT READ
Menlo Park Public Library
800 Alma Street
Menlo Park, CA 94025
(415)-321-8818

"The contents of this training manual were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government."

INTRODUCTION TO PROJECT READ AND ITS ESL PROGRAM

PROJECT READ was established by the Menlo Park Public Library in January of 1985 in a response to a growing concern with illiteracy in the Menlo Park area. PROJECT READ is part of the California Literacy Campaign and is currently serving about 200 adult learners. Since its inception PROJECT READ tutors have helped over 600 adult learners to reach their personal goals by helping them to improve their basic reading and writing skills. However, the California Literacy Campaign was expressly set up to provide tutoring solely for English speaking adults. This restriction does not allow us to provide help to a sizeable portion of our population.

According to the 1980 census (which is now grossly out of date), 18% of adults, age 18 and over, in the geographical area we serve (Northern Santa Clara County and Menlo Park in San Mateo County) spoke a language other than English at home. A full 16% of those adults reported speaking little or no English. In other words, in 1980 3% of our adult population spoke little or no English. Since the 1980 census, an increasing number of immigrants have moved into this area. As a result of the 1986 Immigration Reform and Control Act, the Immigration and Naturalization Service (INS) reports that this year 33,000-35,000 people applied for legalization in Santa Clara County alone; 70% of this number need to complete the educational requirement to be eligible for permanent residency. Many are too low in basic skills to go into Adult Education classes. This inability to speak English compounds an adult's chances of obtaining permanent residency, restricts job opportunities, and also hinders parents' ability to communicate with school officials about their children or to help their children in school. The impact of not speaking English well and consequently not reading or writing English well has the same effect on a community as illiteracy in general, that is it leads to unemployment, higher crime rates, underemployment, lower productivity and poor communication with social organizations and schools.

Starting in October of 1989, PROJECT READ received a grant from the U.S. Department of Education which will allow PROJECT READ to train volunteers to tutor non-English speaking adults, purchase materials for tutors and ESL students to use and to set up a small listening lab with cassette tapes for students who wish to improve their listening comprehension.

INTRODUCTION TO ESL THEORY:

Most of us have studied another language in either high school or college. Most of us could speak only a little in that other language, even after studying for 3 or 4 years. Why is that? The traditional language learning experience was one in which we studied the rules of grammar and memorized vocabulary and dialogues. We may have been required to translate text from one language to the other. In short we learned to translate and we learned to analyze another language without acquiring any fluency in the language. If asked a question in another language we had to stop and think before we could formulate a response.

Stephen Krashen, a second language theorist, postulates that there are two kinds of language learning. The kind of language exposure traditionally taught in the schools is called "learning" and it focuses on the learning of the rules of the target language.

The second kind of language exposure is sometimes called a more natural approach to language learning. We all know people who have picked up another language without going to school. They learned the language on the street. They never studied grammar rules, nor memorized vocabulary. They just listened to native speakers, tried to understand what was going on and somehow "acquired" the second language. Both kinds of learning should be worked on with your adult learner.

HOW DOES ACQUISITION OF A SECOND LANGUAGE TAKE PLACE?

Educators have a saying, "Tell me, I forget. Show me, I remember. Involve me, I understand." Language acquisition works the same way. If a learner is involved in communication in the target language he will understand the target language. In this way, acquisition takes place when people understand messages in the target language. We acquire another language when we focus on what is being said (communication), rather than how it is said (analysis). Acquiring another language, not just learning it, leads to fluency. The speaker can just come out with phrases in another language without stopping to translate. He can then effectively participate in a conversation in that language and, therefore, communicate.

There are two parts to language acquisition, comprehension and production. Comprehension is acquired first, with production lagging behind. Of the four basic language skills, listening and reading require comprehension and speaking and writing require production. One example of this is what Krashen refers to as a "silent period" in language acquisition. When a person is first acquiring another language, they may not be able to put their thoughts into the words of the target language; however, they may

understand what is being said to them and be able to respond in some non-verbal manner, either by nodding the head, pointing or carrying out some action. The "silent period" is thought to be a time when the student of a second language digests and organizes the language he/she has heard. So extensive practice in listening to the target language seems to lead to more fluent speaking and better pronunciation. It also follows that extensive reading in the target language will lead to better writing skills.

Just as babies learning their first language proceed in stages, so do adults learning a second language. First they can communicate non-verbally, then in one-word, two or three words, phrases and eventually complete sentences. However, adults can get around this by accessing their language learning potential by memorizing common phrases, such as "how are you?," and "have a nice day." This will allow them to "survive" in our society until their language acquisition catches up.

Affective factors are an important consideration in second language learning. Learners must be open to acquiring another language. They must be motivated, and self-confident. Learners should have a positive orientation to the American culture. Nervousness, lack of confidence or a poor attitude to language learning or American culture could block the acquisition of English.

It is important then to think about how you will handle the errors your student will make. Too much correction can lead to frustration and give the student the feeling that they are not making any progress. Errors are to be expected in language learning. When your student makes errors he/she is showing normal mental processing. The brain makes associations between things which lead to a kind of multi-tier directory. It is a complex process which proceeds through trial and error. It may also be a highly individual process. Therefore, errors which do not directly get in the way of what your student is attempting to communicate should not be brought to his/her attention at that moment. The tutor should keep notes discretely and then focus on this problem area at another time.

DEVELOPING A LESSON FOR YOUR ESL STUDENT.

Before we get into the actual activities which make up the ESL lesson, let's look at the larger factors that should be taken into consideration in the planning of a lesson. First of all keep in mind that your student comes from a different cultural background than you. They have grown up with different values, beliefs and experiences. Economic, political and societal factors that we may know very little about have shaped the way they look at the world. One small example may be the way the police are viewed in the middle-class society of the United

States as opposed to other societies. In the United States the police are looked upon as servants. They help us in times of trouble and protect us from ourselves and others. In other countries the police are to be avoided.. They could be viewed as nuisances, obstacles easily surmounted by a small bribe or as agents of repression and torture, enemies to flee from at all costs. It is important then to not take things for granted. Many of our customs and the way we organize our society will have to be explained and shown to the student.

In addition, lessons should always be planned so that students proceed from the known to the unknown and in small steps. A constant recycling of the known will insure that the student has adequate exposure to the language and will thereby acquire it. Hearing a vocabulary item just once will not insure that the student will recognize it again. Recognizing a vocabulary item does not insure that the student will be able to produce it. Because of this need to review the same material in many different ways, we recommend that lessons are organized by topics. Many different activities can be organized around one topic so that the same vocabulary and grammatical structures appear and re-appear in different situations and in different contexts and so new language items can be introduced slowly. By organizing lessons around topics, the tutor can, without detailed preparation, be assured that the language presented to the student contains just enough new material and also contains adequate review of known material. With the use of pictures, videos, and real objects the tutor can also be assured that the student will <u>understand</u> the new material that is presented during a lesson. Only by understanding messages do students acquire language.

Finally, it is a good idea to involve your student in the planning of a lesson. Encourage students to bring materials from home or work that they need to be able to read or to write. Discuss with your students the types of activities they need to perform in English. Do they need to speak English on the job? If so, what kind of vocabulary do they need, or what kind of topics are discussed at work? What are their goals? Are they interested in getting a better job, promoting in their present job, or more importantly, finding a job? Do they hope to open their own business some day? Do they need to be able to read information sent home by their child's teacher? Would they like to be more involved in their child's school, their church or in other community groups? In addition, encourage your student to keep a record of each lesson by bringing a notebook to class in which they can write down new words or expressions.
The more your student is exposed to English, the faster he/she will acquire English. Because you will only be spending 3 hours per week with your student you will want to encourage your student to spend time with other native speakers of English. This may be difficult for some students who live and socialize in

extended family situations, or live in neighborhoods where the majority of residents speak the same language as your student, or work in situations where the employees speak the same language. Help your student to search out opportunities to speak English. You may want to encourage your student to find groups which share a common interest he/she has. This could be church, sport, or hobby related. The telephone book or local newspaper are good places to start.

Remember, it is your job to help your student acquire the English language. In addition you may need to help your student understand the American culture. Culture and language are often tied closely together. Your job is to help your student become able to function independently in this culture. Even items like the telephone book, which is used throughout the world, may differ in the way it is organized. You may have to teach your student how to look up certain things in the telephone book. Let me give you an example of a tutor who allowed her student his independence. A's student and his family had moved out of his parent's crowded apartment and got one of their own. The new apartment was lovely, but it had no furniture. A's first impulse was to give her student the extra pieces of furniture she had lying around her house; however, she realized that this was not her job. Instead, her job was to teach him to find his own way, so she gathered together the classified section of a local newspaper and taught him to read the ads. While going through the paper they found a section marked "for free." It was a section in classified that offered things that people were giving away. Between the ads for used furniture and garage sales, A's student was able to furnish his apartment cheaply and learn how to use an important resource, the classified section of the newspaper.

ESL ACQUISITION TOPICS AND ACTIVITIES

When planning a lesson for your ESL student you will want to organize material for that student based on a topic, rather than a skill. For example, you will want to start with a topic, such as "the weather", rather than a structure of the language such as "the future tense." You and your student may need to use the future tense in a discussion of the weather (What do you think the weather will be like tomorrow?); however, you may also need to use the past and present (What's the weather like today? What was the weather like yesterday). You would teach your student the future tense, if he/she has never used it before, in order for him/her to communicate with you about the weather. The organization of activities linked by a common topic puts an emphasis on communicative goals which aid in the acquisition of language.

Choose a topic to work on with your student based on your student's level, need and interest. Some topics may be appropriate for some students and not for others. Always discuss the content of the lesson with your student. Allow the student to participate in choosing what will be covered. Encourage your student to bring in material from home or work that can be incorporated into the lesson. Material that is interesting because it is viewed by the student as necessary to their lives, or interesting for its own sake will be motivational.

The following pages are a list of possible topics, arranged from easier to more challenging. They progress from very concrete, everyday kinds of topics to the more abstract and culturally diverse. Please do not feel you must stick to topics on this list. Take up any topic that you and your student agree on.

Excerpted from THE NATURAL APPROACH by Stephen D. Krashen and Tracy D. Terrell, Alemany Press, Hayward, CA.

Preliminary Unit: Learning to Understand

TOPICS

1. Names
2. Description of student
3. Family
4. Numbers
5. Clothing
6. Colors
7. Objects in the classroom

SITUATIONS

1. Greetings
2. Classroom commands

I. *Students in the Classroom*

TOPICS

1. Personal identification (name, address, telephone number, age, sex, nationality, date of birth, marital status)
2. Description of environment (identification, description and location of people and objects in the room, description and location of buildings)
3. Classes
4. Telling time

II. Recreation and leisure activities

TOPICS

1. Favorite activities
2. Sports and games
3. Climate and seasons
4. Weather
5. Seasonal activities
6. Holiday activities
7. Parties
8. Abilities
9. Cultural and artistic interests

SITUATIONS

1. Playing games, sports

III. Family, friends and daily activities

TOPICS

1. Family and relatives
2. Physical states
3. Emotional states
4. Daily activities
5. Holidays and vacations
6. Pets

SITUATIONS

1. Introductions, meeting people
2. Visiting relatives

IV. Plans, obligations and careers

TOPICS

1. Immediate future plans
2. General future activities
3. Obligations
4. Hopes and desires
5. Careers and professions
6. Place of work
7. Work activities
8. Salary and money

SITUATIONS

1. Job interview
2. Talking on the job

V. Residence

TOPICS

1. Place of residence
2. Rooms of a house
3. Furniture and household items
4. Activities at home
5. Household items
6. Amenities

SITUATIONS
1. Looking for a place to live
2. Moving

VI. Narrating past experiences

TOPICS

1. Immediate past events
2. Yesterday's activities
3. Weekend events
4. Holidays and parties
5. Trips and vacations
6. Experiences

SITUATIONS

1. Friends recounting experiences

VII. Health, illness and emergencies

TOPICS

1. Parts of the body
2. Physical states
3. Mental states and moods
4. Health maintenance
5. Health professions
6. Medicines and diseases

SITUATIONS

1. Visits to doctor
2. Hospitals
3. Health interviews
4. Buying medicines
5. Emergencies (accidents)

VII. Eating

TOPICS

1. Foods
2. Beverages

SITUATIONS

1. Ordering a meal in a restaurant
2. Shopping in a supermarket
3. Preparing food from recipes

IX. Travel and transportation

TOPICS

1. Geography
2. Modes of transportation.
3. Vacations
4. Experiences on trips
Languages
6. New experiences

SITUATIONS

1. Buying gasoline
2. Exchanging money
3. Clearing customs
4. Obtaining lodging
5. Buying tickets
6. Making reservations

X. Shopping and buying

TOPICS

1. Money and prices
2. Fashions
3. Gifts
4. Products

SITUATIONS
1. Selling and buying
2. Shopping
3. Bargaining

XI. Youth
TOPICS
1. Childhood experiences
2. Primary school experiences
3. Teen years experiences
4. Adult expectations and activities

XII. Giving directions and instructions
SITUATIONS
1. Giving orders at home
2. Giving instructions at school
3. Following maps
4. Finding locations
5. Following game instructions
6. Giving an invitation
7. Making an appointment

XIII. Values
TOPICS
1. Family
2. Friendship
3. Love
4. Marriage
5. Sex roles and stereotypes
6. Goals
7. Religious beliefs

XIV. Issues and current events
TOPICS
1. Environmental problems
2. Economic Issues
3. Education
4. Employment and careers
5. Ethical Issues
6. Politics
7. Crime
8. Sports
9. Social events
10. Cultural events
11. Minority groups
12. Science and health

SITUATIONS
1. Discussing last night's news broadcast
2. Discussing a recent movie

ACTIVITIES

DIALOGUES

"Short, interesting and relevant dialogues can help your student to produce language somewhat beyond their acquired capacity. Think about everyday exchanges at home, in places of business and in social situations. Then write a short dialogue to practice with your student."

A. Hello!
B. This is B.
A. Hi, B. What's new?
B. I have to work tomorrow
I can't meet you.
A. Can you meet on Thursday instead?
B. No, that's my day off.
A. What day can we meet?
B. How about Friday?
A. Ok. I'll see you on Friday.
B. Thanks. Bye.
A. Bye.

Read the dialogue to the student, have the student read it back to you then practice the parts. As the student gets more proficient leave out parts of the dialogue for the student to fill in.

A. Are you hungry?
B. _____.
A. I think I'll order a _____. How about your?
B. I'd prefer _____.

A. What do you like to do on Saturdays?
B. I like to _____.
A. Did you _____ last Saturday?
B. Yes, I did.
(No, I didn't. I _____.)

A. Guess what, _____.
B. I'm sorry, what did you say you did?
A. _____.
B. Oh, really? When? (Where? Why? How long?)
A. _____.

"Finally, as the ability to participate in conversational exchange improves, you can use situational stimuli for the creation of original dialogues in a role-play situation."

For example, have your student pretend to call the Police Department and report that his/her car has been stolen. You play the part of the police officer and take the report. Another idea for a role play is the student is stopped by the Highway Patrol. The tutor plays the Highway Patrol officer and helps the student to figure out what to say.

As a follow-up assignment, ask your student to actually perform some task in the real world that your have practiced in class. For example, the topic you are working on is the weather. Have your student watch the 6:00 News and report back to you with answers to pre-arranged questions. You and your student should sit down together and think up the questions. Here is a list of some possibilities:

What was the high temperature for today?
What is the high temperature predicted for tomorrow?
Where was the highest temperature recorded for the Bay Area?
What was the low temperature for today?
What is the low temperature predicted for tomorrow?
Where was the lowest temperature recorded for the Bay Area?
What will the weather be like for the next few days?
If there was rain: How much rain fell in the last 24 hours?

The following is a list of real tasks that I asked a group of Chinese students, who were participating in a 6 week intensive English course in Southern California, to do. As you can see these tasks made sense for these particular students who were simply visiting the area for a short time.

REAL PEOPLE, REAL SITUATIONS, REAL LANGUAGE

Directions: Call one of the following stores or businesses and ask for the information described. Try to record as much of the conversation as you can.

1. 598-7072 Safeway Supermarket--ask if they carry Chinese tea and if they do, how much it costs.

2. 433-4931 Northwoods Inn--ask if they take reservations and if they do, make one for our class for next Tuesday, August 2, at 6:00 pm.

3. 1-800-654-3131 Hertz Rental Car Agency--ask how much it costs to rent a compact car for the weekend and what make of car it is. Be sure and tell the person you talk to that you are just calling around for prices.

4. 493-5411 Target--ask if they sell sunscreen with 38 SPF and the price if they do.

5. 594-6659 Woolworth's--ask if they sell post cards of Long Beach and then ask what time they close.

6. 597-0331 Ralph's Supermarket--ask if they have an Oriental Foods section. If they do, ask if they have Chinese Plum Sauce.

7. 494-5028 Bob's Liquor--ask if they sell Chinese beer. If they do, ask for the price of a six-pack.

8. 494-0974 Music Plus Record Store--ask if they carry "The Beach Boys Made in the USA" in cassette tape. If they do, ask how much it costs.

9. 494-4707 Crown Books--ask if they sell books with photographs of California. If they do find out what titles they have.

10. 428-5381 Osco Drugs--ask if they carry Kodak, 35mm, 100 ASA Print Film in 36 exposures. If they do, ask how much it costs for one roll.

11. 1-800-872-7245 Amtrak--ask when they have trains leaving for San Francisco on Saturdays. Ask how much a round trip ticket costs.

12. 597-7696 Penguin's Frozen Yogurt--ask what flavors they have today and how late they're open.

13. 435-3511 Queen Mary--ask for the operating hours this Saturday and what time the fireworks start.

DICTATION

Excerpted from TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES by Betty Wallace Robinett, University of Minnesota Press, Minneapolis.

"Simple dictation exercises provide excellent listening practice. They can also be used as testing exercises to ascertain whether a student needs remedial help."

The first dictation a student can take are numbers and letters. Even if your student is more advanced, this would be a good review. The tutor says the name of a letter or number and the student writes it down. For example:

Teacher:		Student:	
	one		1
	seven		7
	three		3

The more advanced the student, the longer the dictation can be.

"A variation on a dictation is the dicto-comp. The tutor reads a passage to the student who is then asked to write as much as he/she can remember of the passage. This is a dictation exercise to the extent that a student remembers exactly what the tutor has read, and it is a composition exercise to the extent that he/she uses his/her own words in retelling the content of the passage.

People learning a second language, must for a long time, express complex concepts in a simple way. The dicto-comp is one way they can practice recounting other's ideas or their own."

CLOZE EXERCISES

Excerpted from TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES by Betty Wallace Robinett, University of Minnesota Press, Minneapolis.

A cloze exercise is simply a piece of text with words missing at regular intervals. Here is an example.

Thomas Alva Edison

In the history of applied _____, Thomas Alva Edison stands alone. _____ a thousand patents are credited _____ him. A Congressional committee once _____ the value of his inventions _____ $15,599,000. He was a man _____ tremendous energy and phenomenal intelligence.

_____ was born in Milan, Ohio, _____ February 11, 1874. He started _____ work when he was twelve _____ old. He began working as _____ train boy in order to _____ support himself. Three years later, _____ began publishing a small newspaper _____ the railroad employees.

...Edison avoided _____ in social activities because he _____ that they were a waste _____ time. He never remembered to _____ his appointments, much to the _____ of his wife and _____. Edison continued to live in _____ manner until his death in 1931. _____ life was an illustration of _____ own formula for success: "Two _____ inspiration and ninety-eight percent perspiration."

This exercise has every 6th word missing. The idea is to fill in the blanks with any word that makes sense to the whole passage. "Cloze exercises demand that students bring to bear on the particular passage before them all the knowledge they possess of the language." Sometimes the content words are missing. Content words are words like nouns and verbs that carry the meaning of the passage and show you that your student understands what he/she is reading. Sometimes function words are missing. Function words are words like prepositions and articles. They are part of the structure of the language and show that your

student is acquiring the rules of English.

You can make exercise as elementary or challenging as your student requires. A more elementary example follows.

I am a doctor. I _____ ten hours a day. My _____ day starts at 7:00. I _____ to the hospital. I operate _____ the morning. Then I visit _____ patients in the hospital. I _____ to the nurses and doctors. _____ talk about my patients. I _____ lunch at 12:00. Then I _____ to my office. Patients come _____ see me until 7:00. I _____ check-ups and prescribe medicine. _____ 8:00 I eat dinner at _____ with my wife, Lisa. Sometimes _____ patients have emergencies at night. _____ call me at home. Then _____ go to their houses or _____ the hospital.

The beauty of this exercise is that it is easy for a tutor to make and then adapt to the topic currently under discussion. PROJECT READ also has a computer program, THE GAPPER, which will generate cloze exercises. In addition cloze exercises can be used to review a text that has been previously read, or as a challenge for your student, bring in a text that they have never seen before with some words missing. One of the books in the PROJECT READ collection is THE ELECTRIC ELEPHANT by Carolyn Graham. It utilizes the cloze exercise to teach reading to advanced beginning ESL students.

LISTENING ACTIVITIES

Listening and understanding information in English is vital to its acquisition. In other words, ample opportunities for active listening can be of great help to your student's speaking and pronunciation of English. By active listening I mean listening and then performing some task. The following are some active listening activities.

It is a good ideal to tape recording of your first lesson, so that it can be played later in your tutoring relationship when both the student and tutor feel that little progress is being made. Comparing "then" to "now" will often lift your spirits.

The tutor can tape record a dialogue or read a short story for the student to take home and listen to. The student can either fill in missing words from material prepared by the tutor, as in a cloze exercise, or write the words down himself/herself as in a dictation exercise.

With a radio/cassette recorder, you can record programs directly off the radio for use in your lessons. If your student is

interested in cars, a program on KQED (88.5 FM) called "Car Talk" is worth recording. It airs on Sunday mornings at 10:00. Listen to the program before your student and write down a few things the student can listen for. Ask the student to listen for information that may be helpful to him/her. Let the student listen to the tape as many times as he/she needs to. Other programs which lend themselves to this kind of task are Financial Problems, KCBS, 11:00 am daily; Family Issues, KQED, Sunday evenings at 7:00.

PROJECT READ has tape recorders available to use with a student. If taken home, they should be checked out by the tutors on their yellow cards.

READING ACTIVITIES

SENTENCE UNSCRAMBLING

Excerpted from I SPEAK ENGLISH by Ruth J. Colvin. Literacy Volunteers of America.

Sentence Unscrambling gives even a lower level student, but one who does a little reading, a chance to think about language. The tutor gives the student a list of words in random order, and the student has to arrange them in the right order to form a sentence. Of course, the tutor should choose words and sentence structures with which the student is familiar.

T - "sandwich, I, a, ordered."
S - "I ordered a sandwich."

The same technique can be used with the sentences of a dialogue you have studied. Write each line on a card or a strip of paper. Help the student read the lines and put the dialogue together. Or you could give a student who is more proficient in reading, a series of sentences and have him/her put them in the correct sequence. Cut apart a comic strip and have your student put the frames in the correct order.

USING PICTURES

Find a picture, either a photograph or drawing, that is a clear representation of a more or less dramatic but unexplained situation. Your student can be asked to invent a story that would account for the situation, or write a dialogue or script based on what they see in the picture.

Collect pictures from magazines of famous people. Have the student choose one "famous face" that they either admire or don't admire for one reason or another and tell you what they think that person spends their time doing. A variation on the same theme is to have the student write up an itinerary or schedule

for this famous person. Note: American Express Cards have an advertizing campaign utilizing a variety of famous people.

Collect interesting pictures and have your student choose one to describe either orally or on paper to you. After you have discussed the picture and your student has learned some of the relevant new vocabulary, make a statement about the picture and have your student tell you whether the statement is either true or false.

Character studies can also be based on magazine pictures, drawings or photographs. The student is given a portrait and asked to make up a complete description of the person depicted. if this is felt to be too vague, the task may be more clearly defined by first of all working with the student to make a list of things he/she might want to find out about a stranger. Such a list might include, for example, name, age, education, family background, profession, income, likes, dislikes, interests, ambitions, or problems. Armed with this list, the student will find it easier to discuss the character of the person.

The following excerpts are from a good tutor resource book put out by the Literacy Volunteers of America, Syracuse, New York.

I SPEAK ENGLISH

A Tutor's Guide to Teaching Conversational English

Third Edition–Ruth J. Colvin
1986

CHAPTER 9
Teaching Tools

Role Playing...Visual Aids...Bilingual Dictionary...Texts/Workbooks...Games

Role Playing

In planning your lessons, you will want to think about the everyday situations that your students face. With the use of a few props, you can act out ordinary situations with your students.

To begin planning, put yourself in your student's place. What does your student need to say in English? Where does the student go to use English? Think of the following situations, and then add your own, as occasions that demand the use of practical English:

1. Answering the telephone,
2. Asking directions,
3. Shopping in various kinds of stores,
4. Telling a doctor about pain or illness,
5. Ordering in a restaurant,
6. Visiting a friend,
7. Cashing a check at the bank.

Most people will find statements and questions involving food items of immediate use.. Although some of the words may be known, they may be pronounced incorrectly. Set up a demonstration with a few items and act out a grocery shopping situation.

Use the lists of "Compentency Based Mainstream English Language Training" (MELT) in Appendix A for more ideas for topics incorporating real life language skills needed by conversational English students. These lists were developed after years of experience by the Office of Refugee Resettlement, US Department of Health and Human Services, Washington, D.C.

To use the information in the lists to best advantage, look through them and compare the suggestions of topics and areas that people need to be competent in, with what you know of your student's needs and skill level. Then choose activities that will introduce the topic and develop it so that it becomes part of your student's language skills. Note that each list progresses within each topic from the simplest needed listening comprehension to more complex conversation production.

Planned dialogues in role-playing situations can prepare the student for real experiences. Spontaneous conversation is easier when you have identified specific topics of conversation. As your student progresses, you may wish to make trips to a store, to a restaurant, or to a park. A trip to the municipal market would be a fine learning experience. Your student would be given the opportunity to hear other voices speaking English beside yours, and yet you'd be there for support. Such a visit would provide many clues to the language needed for independence in everyday living.

The biggest problem the tutor encounters is getting the student to use English more often than during the time spent in lessons. Ingenuity in developing occasions to increase the amount and variety of English practice will speed the process of learning.

It's a good idea to rehearse language which might be used in a local real life situation. Perhaps a student is fearful of talking to the police because of past experiences. Discuss what your student wants to say, rehearse it with your student, and go with your student to talk with the police. This same procedure can be used in many areas.

Visual Aids

Tools for teaching conversational English are endless. Visual materials are an excellent way to promote communication, Giving your student the opportunity to associate words with actual objects, pictures or actions.

REAL OBJECTS

Lessons are easier if you have real materials to show the students as you use the relevant language. For instance when teaching the use of the telephone, use a real phone. If a real phone is not available, bring a toy phone to your teaching session and actually give your student numbers to practice. A cardboard phone dial or touch tone phone is not as good, but it still affords practice. Once your student knows how to dial or use a touch tone, give him/her your phone number and ask him/her to call you at a specific time. You might want to practice the common "phone courtesies" we use.

If you are teaching a lesson on how to start a bank account, bring deposit and withdrawal slips and if possible, an actual savings account passbook.

Any one needing to keep house for themselves or others will find statements and questions involving food items of immediate use. Although your students may know some of the words, they may pronounce them incorrectly. Set up a demonstration with a few items and act out a grocery shopping situation.

The most practical visual aids for building initial conversation are real objects such as may be found in your teaching room — table, chairs, window, pencil, book — whatever is available. Use all the objects in the room, using all techniques.

"Here's a chair."

"How many windows are there?"

"Is the door open or closed?"

"What color is my sweater?"

Bring in objects from home. Items which are common to your student's life can act as stimuli for conversation: a watch, articles of clothing, pots and pans, a transistor radio. There are endless questions to encourage conversation:

A handbag (handles, leather, mirror).

A sewing kit (needles, thread, scissors).

A box of cereal (box, cardboard).

An ashtray (glass, round).

Depending on the ability of your student, questions could include:

"What is it?"

"Where did it come from?"

"How long have you had it?"

"What is it made of?"

Gradually encourage the student to ask you these same kinds of questions. This will provide speaking practice and perhaps even meet your student's curiosity about American cultural concepts.

The more senses we employ, the more effective our teaching and learning. An actual orange has weight, fragrance, and color, and its name will be fixed in the student's mind through his senses of touch, sight, and smell. Use real objects whenever possible, but if you can't get real objects, use pictures. Bring a few props which will build interest and give meaning to new vocabulary.

PICTURES

Parts of the following are adapted from Ossoff, 1976

It is often difficult to bring real life situations into your teaching session without the use of pictures. They are the best substitute for actual objects and actions.

In teaching new words, even in a simple substitution drill, pictures can reveal a meaning immediately, making comprehension easy. Some books are now available that have only pictures. (See Recommended List, pg. 73). These are invaluable as a basic tool for teaching conversational English. You can adapt these to any drills, using them to teach structure or vocabulary. They can be adapted to lessons for students of any ability.

Pictures from catalogs, magazines, newspapers, calendars, advertisements, maps, photographs, post cards — all can be especially useful for teaching conversational English. It is wise to collect these illustrations before the need arises for a particular picture. A library of pictures is a valuable aid. The time and effort spent in collecting a variety of pictures is most rewarding as you plan your lessons. Once you start thinking about pictures as teaching tools for your conversational English student, collecting will become a "disease", and you will become a "clip-to-maniac", clipping everything in sight.

It is suggested that you file your pictures by topic for ready reference, mounting pictures on heavy paper or cardboard.

You'll soon discover that pictures generally fall into two categories:

1. Those illustrating a single object or action.
2. Those depicting an entire situation.

Both of these types are valuable. As you start to collect pictures, you may find the following suggestions helpful.

1. Cut out everything which you believe you can use. You can always discard those pictures which you don't need, but it is hard to locate those you wished you had cut out.

2. Select pictures which illustrate a single object, place, individual, group of people, scene, or action. These will constitute the bulk of your file. Pictures should be as simple as possible.

3. Collect pictures which depict an entire situation and can be used as a topic for conversation, for example, a family washing its car on a Sunday afternoon. These pictures can be used with students at any level. Pictures included in the file which depict different emotions such as love, hate, anger, fatigue, and so forth, are very useful.

4. Avoid using pictures which have printing on them. To a person who is unfamiliar with American culture and who knows little English, a labeled can of deodorant resembles labeled cans of other products: starch, hairspray, shaving cream, or furniture polish. As well as showing a picture of the container, show the object being used.

5. Although most of the pictures in your file will, and should, reflect American culture, try to include some which depict other lands and people. Your student will enjoy a conversation which is centered on a picture of a familiar object or scene. You should ask your students for any pictures they might like to bring to lessons and share.

6. Do not label the picture or write on the front of the picture. Write on the back. You might identify the subject matter (clothes — children's; or animals — cats) for filing purposes, or write notes for suggested use of the picture. Possible questions are always useful:

"What is the item on sale?"

"Where can you buy it?"

"Do you need it?"

"How much does it cost?"

7. Include pictures which illustrate contrasts, such as short-tall, big-small, happy-sad, wide-narrow, etc. Also, include pictures which illustrate concepts difficult to describe, e.g. above, under, between, up, down, either-or, numbers and colors.

Using pictures of individual objects, you can start with the response drill and later ask simple questions which can be answered by the student independently:

T — "What's this?"

S — "It's a bicycle."

T — "What color is the bicycle?"

You can use these pictures to stimulate a response in almost any drill. They are most valuable in teaching dialogue where you want the student to supply substituted words.

T — "We need vegetables to make a salad. What shall I get?"

S — "Carrots, tomatoes, and lettuce."

T — "What shall I get to make soup?"

S — "Potatoes, and onions, celery and carrots."

Pictures illustrating *fruit* would be an ideal tool to help in substituting vocabulary, or *groceries* or *children's clothes*. The ideas are endless.

Maps are another way that conversation can be stimulated. Bring a map of the world, of your student's country, of the USA or Canada, of your particular state or province, and then perhaps of your city or town with actual streets indicated. You can share information as you look at each map, learning from your student as you find out about his or her country, and teaching more about this country. On the town map ask your student to trace the route taken to get to some familiar place, meanwhile talking with you in English.

Picture books are available from various publishers, where only pictures, no words, are used. Tutors can use these just as they've used individual pictures.

You can go a bit further and use pictures showing various situations. Pictures can tell a story, such as a family eating

dinner, a man and a boy fishing. These are invaluable aids to stimulating conversations. Depending on the ability of the student, you might ask these questions:

"How many people are in the picture?"

Or you might ask an inference question:

"Why do you think the boy is laughing?"

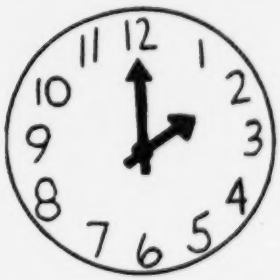
Pictures can open up not only areas of conversation but also areas of real need. If your student is contemplating buying a car or a refrigerator, get out your pictures and discuss the features to look for, the prices and terms of payment, etc.

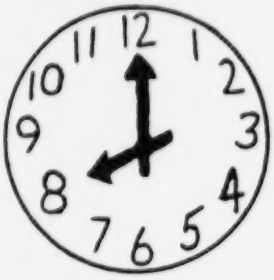
Such a conversation could lead into a discussion of credit buying and financing. Not knowing what to expect or how to ask questions, students who speak little English may be talked into buying something which they don't really want, cannot afford, and do not really need. You could be doing a great service to your student if you include lessons of this type in your planning.

Don't overlook using pictures as you and your student role-play various situations. Pictures can help make any pretend dialogue nearly real.

SIMPLE DRAWINGS

You may sometimes want to draw a picture to help in teaching a word or an action or a concept that can't wait for a more artistic display. For example, if you are working on telling time and do not have a clock or picture, it is very easy to draw a clock and vary the hands.





You can make your own stick figures to illustrate a word or action. You need not be an artist to do this!

Why not give it a try?

head

head and body

head, body, and legs

head, body, legs, and arms

Male

Female

Now let's try to illustrate a sentence.

"The man is sitting and reading."

Simple, but you got the idea!

"The woman picked the flower from the garden."

Note that since the action being described is in the past tense, your drawing must show the action completed. It's fun, you'll both laugh, and you will have communicated.

If you are fortunate enough to have funds for extra material, there are commercially made stick figure cards that are excellent.

ACTIONS

In learning a new language, it is very important that the conversation be related to **actions**. When you ask your student to open a window, have that student actually open a window in response. When a student is learning to use the future tense, telling you what he is going to do, is a real challenge.

S — "I'm going to sharpen my pencil."

It is important that the pencil be sharpened. Associating actions and time (future) are important. You can quickly get past tense by asking, "What did you do?" The reponse. "I sharpened my pencil" demonstrated understanding of past tense.

Don't hesitate to demonstrate words and phrases like *shaking hands, eating, standing, laughing*. Remember, the more senses we use, the more information we receive and the better we are able to remember. When your student respond and carries out the physical activity associated with the language, learning is more likely to be retained.

Bilingual Dictionary

Adapted from Ossoff,1976a.

One of the most frequently overlooked aids in the teaching of conversational English is the bilingual or two-way dictionary. The bilingual dictionary can prove to be an indispensable aid **if it is used with forethought and moderation.**

The bilingual dictionary should be an aid, not a crutch. Whenever possible the tutor should use actual objects and actions so that the student is encouraged to link the English word directly to the concept, avoiding translation as an intermediate step.

Abstract nouns such as *knowledge, beauty, and opportunity,* are quite difficult to explain by demonstration, pictures, simple definitions, or by just using the word in meaningful context. Here the bilingual dictionary might prove to be a very valuable aid. Use of the dictionary can also help the student learn such words as *alone, ago,* and *too.*

There are two basic approaches to using a bilingual dictionary. The method which you use will be determined primarily by the degree of literacy your student has in the native language and the system of writing used in that language (whether it has a non-Roman alphabet, etc).

1. For students who can read and write in their native language, the tutor locates the English word in the English part of the dictionary and shows that word in the native language.

2. For students who cannot read and write in their native language, the tutor can try to actually pronounce the word in the student's language, relying on the phonic regularity of that language to communicate the desired word.

Bilingual dictionaries can be very helpful but caution is advised in their use. Be sure you have the right part of speech, and if more than one definition is given, look it up in the other part of the dictionary to see what other English meanings are given.

The point is illustrated in the following story:

> I was writing to my Spanish-speaking friend in Mexico. I wanted to begin the letter with the greeting which is traditional in our culture, "Dear Lupe."
>
> I looked up *dear* in the Spanish-English dictionary where I found the Spanish words, *caro, cara.* Confidently I wrote:
>
> *Cara Lupe*
>
> It wasn't until months later that I learned that *cara* means costly or expensive, and thus, *dear.*
>
> In writing back my Spanish friend used the correct word *querida.*

For most of the lesson, stick to spoken English. If you happen to know your student's language, occasionally it can be helpful to explain something in that language. Use the student's native language only when you cannot get an idea across in English. Not knowing the other language is not necessarily a handicap. Use a bilingual dictionary to identify the words you cannot explain.

Texts and Workbooks

You should have long-range plans for your students instruction. A good conversational English text can provide the sequence for your activities and can be used both with students who can read and write as well as with those who can't. Beyond the text, be as creative as you like but use the text as a guide to help organize your program of instruction.

Look over several textbooks. See Appendix E for "Guidelines for Selecting a Textbook". You may feel more comfortable with one particular text, finding it more appropriate for *your* student. After you have chosen a textbook, use this as a guide for continued learning. One skill builds on another.

Textbooks necessarily must have printed words. But if you'll read the foreword or teacher's guide, most authors suggest that the lessons be introduced by conversational or aural-oral methods.

Review each lesson in a textbook before teaching, remembering the sequence recommended —

Listening and understanding,
Speaking,
reinforced by
Reading,
Writing.

A procedure for teaching individual lessons in textbooks for a student who can read and write in English might be:

1. Give a simple explanation of the lesson.
2. Read examples from the textbook, having your student listen and not look at the book. (Using visual clues may be helpful.)
3. Ask your student to repeat the examples.
4. Have your student open his book and *read* the same examples he has just heard and repeated. The pictures and words reinforce the oral sentences.
5. Have your student listen and respond verbally, not looking at the book, as you read the oral exercises.
6. Ask your student to read the exercises giving appropriate responses orally first, and then writing them.
7. Ask your student to read the responses from his own writing, giving you the opportunity to correct pronunciation, intonation, spelling, capitalization, and grammar.

If you've had your student write the reponses as homework, have him/her read them at the next lesson as review. Thus reading and writing were reinforcements to the listening and speaking skills.

Don't overlook using a textbook to help you plan oral lessons even before your student learns to read and write English. Your own simple written material such as word cards that students can read and copy can be used to help develop initial reading skills.

Games

Vary the drills to be practiced by using them in games. Create new games, using ideas from books or from your own experience, but be sure the activities are fun and simple enough so that your student is relaxed. Here are a few suggestions.

VOCABULARY GAMES

Ask your student to give the female or male counterpart

for the following words.

boy-girl	niece-nephew
man-woman	father-mother
groom-bride	brother-sister
aunt-uncle	son-daughter
actor-actress	waiter-waitress

Or you might ask for the plural:

boy-boys
girl-girls
man-men
woman-women

You can use the same idea with opposites:

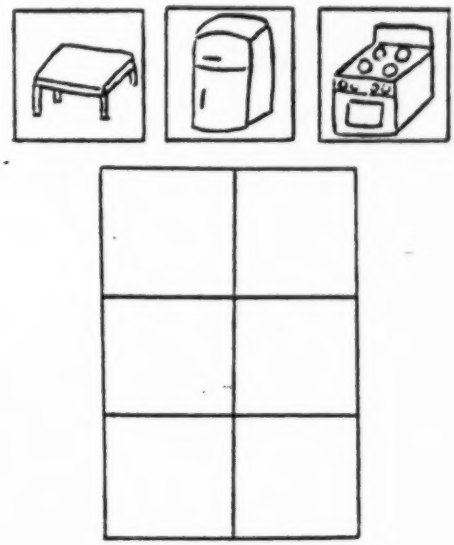
tall-short
slow-fast
top-bottom
old-young
big-small
fat-thin

Don't be surprised if the lesson doesn't go as planned. One student gave *second hand* as the opposite of *new!*

Do not include too many new words at one session, and review those learned at the last lesson before adding new ones.

Here is an activity that reinforces listening comprehension as well as enlarging vocabulary. Decide on a specific area for vocabulary building: items in a kitchen, plants in a garden, or parts of a car.

If your student wants to know the vocabulary of kitchen items, make stick drawings of a table, a refrigerator, and a stove on small cards. Block off a large sheet of paper as follows:



Ask the student to put the refrigerator in the upper left-hand square of the paper, the stove in the lower right-hand square, the table in front of the stove, etc. Make sure your student knows the meaning of *upper, left-hand, square* etc.)

A most useful activity for conversational English students is identifying the kinds of things one can buy at certain types of stores:

"What do you buy at a ...
shoe store?
bakery?
post office?
jewelry store?"

"What can you buy at a drug store that you *cannot* buy at any other store?"

Students usually learn to say the colors correctly very soon. After your student is familiar with the English words for colors, use them in real situations:

"The traffic lights have _____, _____, and _____ lights."

"Nurses wear _____ uniforms."

"The colors of the flag of the United States are _____, _____, and _____."

"A blinking _____ light means proceed with caution, or go slowly."

COMMUNICATION GAMES

A communication game is one in which some people know something that the others don't know and where they must communicate in order to solve a problem or complete a puzzle.

The following is a communication game that two people can play. Player A and Player B sit back to back. Plastic figures or objects or pictures are in front of the players. Player A describes one of the objects or one of the pictures. Player B tries to identify the article or picture described. The only restrictions are that the person describing the object must use English, and the identifier must listen and identify the object in English.

Here is a variant on the refrigerator/location game mentioned above. One person (you or the student) has the pictures in place, but the other has only the pictures and they are not in place. Directions and questions must be used to locate equal pictures arrangement.

You also might adapt some of the old stand-by games that involve oral communication — "Hangman", "20 Questions", charade games, matching type games, Bingo, tic-tac-toe games.

Some conversational English students with traditional educational backgrounds may think games are only for children and resent using them in their lessons. Be sensitive to your student's reactions.

There are many books describing games and activities to use with your student. Include one game near the end of the lesson. Learning can be more fun with games.

Remember that in dealing with conversational English students, hard and fast rules rarely apply. There are as many second language student types as there are clouds in the sky. No two will fit into the same mold, and you will want to adapt even your games to your own particular students.

CHAPTER 10

Expanding Vocabulary

Vocabulary Development...Conversational Phrases...Student Word Lists

Vocabulary Development

In order to participate in and understand English conversations, your student will need an ever-expanding vocabulary for real competency in English. Instead of having the student memorize vocabulary lists, provide for the introduction of new words within a known structure, or compared to other, known vocabulary. Substitute new words in sentences and patterns you are working on. Be sure your student understands their meanings by using actions, objects, pictures, or the bilingual dictionary. For example, instead of teaching the following words in isolation, you could point to appropriate pictures and put the words in sentences:

coat
hat
shirt
tie

"He's wearing a coat."
"He's wearing a hat."
"He's wearing a shirt."
"He's wearing a tie."

As the student speaks, new words are being added and used correctly in context. This is much more effective than having the student repeat word lists.

As you and your student search for meaningful vocabulary, you might:

(1) Talk about a picture and identify three or four words to be learned.

(2) Ask "yes" and "no" questions about a vocabulary item.

(3) Ask a question which gives the student a choice of single word answers, e.g., "Is this a spoon or a fork?"

(4) Ask the student to produce the vocabulary, e.g. "What is he doing?"

(5) Reinforce the vocabulary just learned by using pattern drills, role playing or games.

For a more advanced student, sequential pictures that tell a story are helpful.

(1) Ask your student to tell you what is happening.

"The small dog sits on the grass."
"The small girl (he gestures) is bouncing a ball."

(2) Repeat the student's explanation but put it in standard English.

"The small dog is sitting on the grass."
"The small girl is playing with a ball."

(3) Ask the student to repeat the corrected sentence.

(4) Write down the sentences and ask that the sentences be repeated aloud.

(5) Read the sentences into a tape recorder, as a model.

(6) Have your student repeat the sentences with the tape recorder. He/she can then review the entire lesson at home.

When teaching new vocabulary, it is helpful to teach words in groupings.

1. Words associated with particular situations, such as *doctor, clinic,* and *medicine,*

2. Words illustrated by pictures, or objects at hand such as *table, chair, purse, door,*

3. Words which are related such as *act, acting* and *actor.*

Illustrate the new word in a sentence rather than defining it. Meaning will come by associating the new word with known English words, e.g.:

"A person who works for a company is an *employee.*"
"The person who hires him is his *employer.*"
"A person who has a job is *employed.*"

or,

"Good *health* is everyone's goal."
"A *healthy* diet helps to keep us well."
"Fruit is a *healthful* food."

Conversational Phrases

As your student progresses, make a list of everyday, practical questions and answers that might be needed. Making such a list is practical, stresses structure as well as introduces needed vocabulary:

"What time is it?"
"Where is the bus stop?"
"Where is the shopping center?"
"Why are you late?"

If, in responding, your student uses the wrong word order, or adds a word in his/her native tongue or leaves a word out, what can you do? If your student says,

"He going to es school,"

don't be bothered much by *es school.* In Spanish, all word initial "s" consonant blends are preceded by the syllable "es" — "escuela" (school), "estilo" (style). This is a pronunciation problem that is hard to correct at first. It is important that part of the verb, an essential part of the sentence, was omitted. *Do correct that.*

You might want to use the contraction as a basis for a short drill.

"He's going to school."
"I'm going to school."
"She's going to school."
"They're going to school."

Using pictures as a guide, you can substitute other words and create other structures.

"Where is she going tomorrow?"
"She's going to the library."
"Where is he going tonight?"
"He's going to the movies."

As you teach conversational English, you are working for sentence structure and word order familiar to the ear, not grammatical rules stored in the brain. Stress those concepts which follow regular patterns even as you introduce new vocabulary:

tall, taller, tallest
big, bigger, biggest

Maybe your student will come up with logical answers that will make you chuckle:

cold, colder, below zero
bad, worse, rotten

This indicates how much English they may have picked up already. Help them to use the English their ears are familiar with.

Often a student will have heard an English expression but will not know the component ends or structure.

"Whaya doon?"
"What are you doing?"

These expressions may take patience on your part to help the student figure out the meaning but keep at it. "Who said it?" "When?" Help your student to understand what the words are.

Student Word List

You might record the student's spoken vocabulary by using a word list. It is generally agreed that if a new word is retained on three separate days, the word is known. Mark the words your student uses in this fashion:

✓= word said correctly without having heard it modeled (from picture, action, etc.)

✓✓= word said correctly at two lessons
✓✓✓= student knows the word.

refrigerator ✓
stove ✓✓
table ✓✓✓
chair ✓✓✓

When the student can use the new vocabulary words in his/her own sentences, you can be assured there is growth toward independent speech.

CHAPTER 12
Especially for the Level III And IV Student

All the techniques given in the previous chapters can be adapted to more advanced students. Tutors sometimes feel inadequate with the Level III or IV student, and hesitate to use basic drills. However, they can be very effective with the more advanced students. Here are some specific suggestions:

Pictures

Bring several pictures to the lesson. For the advanced student, suggest:

"Describe the girl in the upper right corner"

or

"Tell me how you feel about this picture."

If your student can write in English, you could ask your student first to give you his reply orally. Then suggest he write it down. However, if your student is hesitant about writing in English, write down the reply and review it together later. Or you could tape the reply, using the information as a base for further conversation. Such spontaneous expression gives you an opportunity to see if there are words that your student does not know, as well as giving you an opportunity to check if either the student's vocabulary or grammar is not correct, model the sentences correctly, and make a note on your Error Chart to review the errors at the next session.

Inter-Active Listening/Speaking

Another activity for students in Levels III and IV involves both listening and speaking. Choose a picture that shows a situation, or even a topic for which there is no picture. You could suggest topics such as "My Family" or "A Bad Day at Work", or your student could suggest several topics. If it is something that both the student and the tutor are interested in that is good, but of primary importance is the student's interest.

Give a short spontaneous talk about the picture or the topic, perhaps about 8-10 normal sentences. Speak as you normally would to an English-speaking friend. This will be a challenge to the advanced student.

Invite your student to ask clarification questions. Questions could be "What does _____ mean?" "Did you say you liked _____?" Then, talk again, reviewing your conversation. Don't worry if your words are different. Just stick to the same ideas. Your student will have this second chance to reinforce his listening skills.

If your student needs no further clarification ask him to retell the same conversation in his own words. If you tape record your version as well as your student's version, you'll have another chance to listen and discuss this sample of natural language. (adapted from Clark)

Discussion

Questions are helpful tools to use to solicit information about your student, to get him or her to talk. But just as important, your student must learn how to ask questions to get information.

You might want to use this method to prod an advanced student to ask questions (adapted from Zuck, 1972). Bring one object with you to your tutoring session on which to focus attention. It could be something as ordinary as a transistor radio, a container of spice, or a tennis ball.

To open the conversation, you might say:

"This is a transistor radio. We take it with us when we go to the beach."

or...

"This is a can of nutmeg. Nutmeg is a spice I use a lot in cooking."

or...

"This is a tennis ball I used in a game last weekend."

You can solicit information from your own questions:

"Why do you think I brought this radio (or nutmeg or tennis ball) with me today?"

If your student doesn't respond, you could encourage further conversation by answering the question yourself:

"I brought it to talk about — to have you ask questions about it."

Then wait for your student to ask the questions. You give the answers.

A good portion of the lesson could be directed around the radio, nutmeg, or tennis ball, including new vocabulary words.

If you brought a tennis ball, words could be *tennis, court, sneakers, scoring, racket, net* - and could continue on to a discussion of the sports in your student's country. You could use all your drills, focusing on tennis. A continuation of this lesson (if the student is interested) could include asking the student to bring in a newspaper, magazine article, or pictures about tennis. The discussion could take any direction — sports for health, famous tennis players, how sporting equipment is made, where tennis is played.

The second lesson could reinforce the same vocabulary with new information your student has gathered about tennis. Have pictures and reading material available for further saturation on the one subject matter. You may want to spend several lessons on one item if it proved interesting to the student. Or you may want to go on to a new object on which to focus questions:

knitting needles,
a spark plug,
a banana,
a potted plant,
a special food.

One tutor brought a bunch of grapes to use as a focal point for conversation and questions, ending the session by

sharing the grapes with the student. The student had never seen or tasted grapes so there was a new taste experience as well as new vocabulary *(round, green, bunch, sweet, healthy, juicy, refreshing).*

Ads from Newspapers

Provide ads clipped from newspapers so that you can discuss the product on sale, sales price, regular price, and how much savings there is. You might bring out the fact that often the merchandise on sale cannot be returned and that you must keep the sales slip to return merchandise. Role playing may be an interesting way to review this information with each of you alternately taking the role of the clerk and the customer.

Reading and Writing

Have your student read both silently and aloud. Ask questions to check comprehension and discuss together what your student has read. The stories can increase in difficulty as the student's language and reading skills develop.

Encourage your students to write lists, notes and answers to textbook questions as soon as possible. Again, assure them that you will give them the correct spelling and punctuation as needed.

Student's Country

Find out about holidays and particular customs in your student's country. These could be motivation for the student to stimulate conversation. Note vocabulary needs and the need for help in grammar as the student speaks.

News Broadcasts

Often a student can understand a face-to-face conversation with people who are familiar to him or her but has more difficulty with an unfamiliar voice, particularly if the student can't see the face of the speaker. It will help your student if you will tape news broadcasts which can be replayed several times as needed for understanding. Questions and discussions can follow.

American Holidays

Bring pictures or actual objects representative of traditional holidays — Halloween, Thanksgiving, Memorial Day, Remembrance Day, holidays that are very different from holidays in other countries. Get information on the origin of our holidays, and use pictures or objects such as a small pumpkin or a funny mask for Halloween, the U.S. flag or a picture of the men signing the Declaration of Independence for the Fourth of July, the Canadian flag for Dominion Day.

Action and Participation

It may provide a change of pace to go shopping with your student, or to visit a museum or a library. One tutor baked an apple pie with her student. The conversation and the new vocabulary that came out of this activity were excellent. Tape recordings of some of these activities provide material for further lessons or role playing.

Dialogue

Don't forget dialogue. Instead of memorizing set-up dialogues, role-play situations which could relate to your student, e.g., pretending your student is seeking employment. You might act as the personnel officer and your student could be the applicant. On another occasion, pretend your student is going to a clinic. You could act as the receptionist with your student as the patient. When you are going through a role-playing activity, you want immediate response, so overlook many of the errors. Place more emphasis on comprehension of what is said and the student's ability to respond. You can tape such role-playing exercises so that your student can replay them or so you can review the tape for errors to help plan future lessons. Don't discourage your student from attempting conversation by focusing on errors. This may be so discouraging that he or she might find it easier not to try.

Grammar and Sentence Structure

Don't mention *grammar* specifically, but model correct structures having your student repeat and respond.

For example, to teach the present progressive tense verbs, you might bring objects for your student to use (pennies to count, cookies to eat, pins to put in a box) Ask your student what he is doing. If the student answers correctly:

"I'm counting pennies."

"I'm eating cookies."

Note that the present progressive tense is used correctly.

However, if your student says:

"I count pennies."

you immediately model it correctly, having him repeat

T — "I'm counting pennies."

S — "I'm counting pennies."

If you're working on the past progressive verb, have your student do the same activities listed above (such as counting pennies). Ring a bell, clap your hands, or knock on the table to stop the activity. Ask your student what he was doing when you gave the signal to stop. Again, check in your note book if he had the past progressive tense under control by responding:

"I was counting pennies."

If the incorrect response was given, you model the correct response.

For the present, past, and future tenses, you could use a newspaper ad showing groceries and their prices. Say that you're going to plan tomorrow's shopping list. Ask your student to indicate what to buy by stating it in a sentence:

"Today we're buying tomatoes. The price is _____."

"Yesterday we bought bread and the price was _____."

"Tomorrow we'll buy lettuce. The price will be _____."

Continue with a practical, realistic list. Vary this with ads for clothing, hardware or drug items.

Working with the level III/IV student provides opportunity for each tutor to grow as well as to teach new ways to use English in daily living.